
They also Serve who Remain at Home

Life in Indiana
during the Civil War

Lesson Plans for Grades 4-5

June, 2001

The Colonel Eli Lilly Civil War Museum
An Indiana War Memorials Museum

Acknowledgments

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INTRODUCTION

This series of lessons will help students consider the questions surrounding the people who lived in Indiana during the Civil War. Many of these issues continue to be a part of today's political and social dialogue. The lessons involve academic standards in social studies, math, language arts, and fine arts and may be used as part of an interdisciplinary unit. According to the reading level of the student some lessons may be read aloud, while others may be assigned for individual reading. The teacher may also use the readings as background material for the unit. ***The activity suggestions*** will help students learn what it was like to live during the Civil War. ***The discussion questions*** will help the teacher challenge the students to interpret for themselves the issues involved in the war.

Objectives

- ⇒ Students will be able to list three ways women, men, and children who remained in Indiana were vital to the war effort.
- ⇒ Students will be able to give examples of attitudes from both sides toward women, African Americans, and other social issues of the time.
- ⇒ Students will be able to play several games that children played during the Civil War.

Academic Standards

Social Studies

TO BE DROPPED IN LATER

Language Arts

Reading and Word Recognition — read aloud a narrative text.

Writing Applications — write a narrative using descriptive word choices; write smoothly and legibly; write an informational piece; organize and focus ideas.

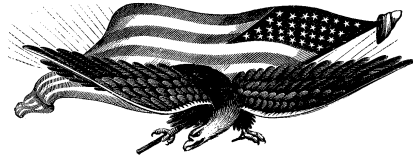
Listening and Speaking — ask thoughtful questions and summarize main ideas; comprehend, organize, and give an oral argument for a viewpoint.

Math

Estimate and measure using monetary units. Collect, organize, *analyze and interpret* data.

Fine Arts

Create with a variety of materials two-dimensional and three-dimensional media.



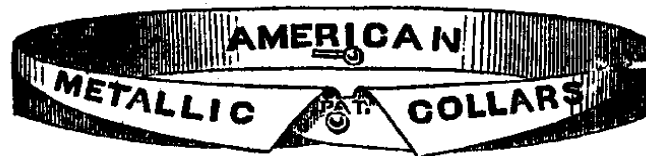
SUMMARY

Indiana before the Civil War was no longer the frontier. In 1850, it was a rural, agricultural state. Indianapolis, where a majority of families owned their own homes, was the state's second largest city with a population of 8,000. Clothing styles came from Europe, as they had for over a hundred years, but food came from the fruits and vegetables grown in their own gardens or purchased at a local market. There was a strong devotion to the Union. Governor Joseph A. Wright exemplified the strong feeling when he engraved this statement on a memorial stone of Indiana limestone that is still part of the Washington monument stairway: "Indiana knows no North, no South, nothing but the Union".¹

This is not to say that everyone shared the same political views. Newspapers were partisan, and political rallies were the primary spectator activity of the time. In the years leading up to the 1860s, men debated in the state house causes of **abolition**, state's rights, **Women's suffrage**, and **temperance**. Everyone then spoke their views in the **parlors**² of their homes. Even religion, though a constant in most family's lives, did not unite the people.

During the Civil War, while the men were away in the army, women took a greater role in the management of farms and small shops. Some left their homes to become nurses at field and general hospitals. Because of lack of funds, others joined their men in camp. Boys enlisted to carry a musket, rifle, or drum with the regiment. Large fortunes were made by some men who profited from the war. Others lost money because their political beliefs were not popular.

By the end of the war the quiet city of Indianapolis became a bustling metropolis. Over half of the population might be new to the state or the country. Relationships changed for the women when they filled jobs once held only by men. When the war ended and the men returned, many women continued to work at these jobs, though most women returned to the home. Families changed when men returned wounded and scarred from the battles. Sorrow touched many households with the death of an immediate or extended family member, neighbor, or friend.



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¹ Emma Lou Thornbrough, *Indiana in the Civil War Era 1850-1880* (Indianapolis, IN: Indiana Historical Bureau & Indiana Historical Society, 1965), 3.

² All words in bold are found in the vocabulary at the end of the lesson set.

DID YOU KNOW?

- In 1850, Indiana was the seventh largest state with 4.5 % of the population living in cities having a population of more than 2,000 inhabitants. The largest city was Madison/North Madison with 9,000 residents.
- Indianapolis had 8,000 residents in 1850; in 1860 the population was 18,611.
- Most newspapers were four pages in length, published once a week, and the publisher was, often, the editor and printer. The annual cost to subscribe in 1850 averaged \$1.50 - \$2.00, if paid in advance.
- ***Uncle Tom's Cabin***, originally a novel, was first performed on stage in Indianapolis in 1853.
- Horse racing and balloon ascensions were the only spectator sports before the Civil War.³
- A large salary for a man in the 1850s was \$1,000 per year. In 1863, "Laborers got \$1.50 a day and carpenters and **masons** \$2.50 (a day)."⁴ A soldier in 1864 earned \$12.00-\$13.00 per month and sent home half of his pay.
- Inflation increased prices in Indianapolis during the war. By April, 1864:
 "beef sirloin was worth 20 cents (per pound), veal 15 and 20 (cents per pound), mutton 15 (cents per pound), pork 12 and 15 (cents per pound), eggs 18 (cents per dozen), chickens, \$3.00 and \$3.25 per dozen, potatoes \$1.50 (per bushel), butter 40 cents (per pound), canned tomatoes 25 cents, turnips 60 cents, and wood \$7.50 per cord."⁵
- **Godey's Lady's Book** cost twenty-five cents per issue.
- Letters were written in pencil so the paper could be erased and reused. Some pencils were made from coal lead instead of graphite. Ink might be made from logwood extract or berry juice.⁶
- Amanda M. Way, who lived in Randolph County, began the Women's Reform Movement in Indiana. She was "reputed to be the first woman in the United States to be licensed to preach by the Methodist Episcopal Church."⁷
- Women's rights was a cause not only for women. At the writing of the 1851 Indiana Constitution, Robert Dale Owen proposed guaranteeing property rights for women. His proposal was defeated. Eight years later the Women's Rights Association petitioned a joint session of State Legislature and "asked for equal political rights for women and for the abolition of all legal **enactments** which made a distinction on the account of sex."⁸ They, too, were unsuccessful.
- In 1850, the *Indiana State Sentinel* was the Democratic newspaper and the *Indiana State Journal* was the Whig newspaper. By 1860, the Republican newspaper was the *Indianapolis Daily Journal* and the Democratic newspaper was the *Indianapolis Sentinel*. Each wrote articles about the elections and the war according to the political opinion of the editor. For example, the *Indianapolis Sentinel* called the prisoners housed at Camp Morton "Secession prisoners", never rebels.⁹

³ Thornbrough, 701-2.

⁴ John Hampden Holliday, *Indianapolis and the Civil War* (The Society of Indiana Pioneers, 1972), 57.

⁵ *Ibid.*, 65.

⁶ Michael J. Varhola, *Everyday Life During the Civil War* (Cincinnati, OH: Writer's Digest Books, 1999), 56.

⁷ Thornbrough, 34. (footnote).

⁸ *Ibid.*, 36.

⁹ Holliday, 44.

AND THEN THE WAR CAME

(On) February 12, (1861) Mr. Lincoln came on his way to Washington, (DC) the first President-elect to visit here, and that was one of the great days of the town. What he said was not much, but it inspired confidence that there would be no yielding without a struggle. He was inaugurated... (and) within two months, April 12, the blow fell with the attack on Ft. Sumter. Sentiment crystallized in a flash. War had come unprovoked. The flag had been fired on and humiliated by defeat.¹⁰

Life for the children who saw the president-elect's train pass did not change very much during the war. Before the train passed, there were chores to do: weeding the garden, chopping the wood, mopping the floors, milking the cow, and feeding the chickens. All of the chores still needed to be done though there would now be one less brother to help complete the tasks. School was still held in a small one-room building. The family gathered to play checkers, sing around the piano, and listen while a family member read aloud from a newspaper or book. There was less time, however, to spend on these free time activities.

Children who lived in town might attend a circus. The circus had several horses that did tricks with or without a rider on their backs. Wild animal acts were just beginning to become popular. Street parades were now not circus parades, but were for the military, political candidates, and the Fourth of July. The latter was celebrated with fireworks when they could be bought.

When there was time to play games, they typically used few pieces of equipment and any number of people could play. Games for young children like pat-a-cake have changed little, including the rhyme. Older children played leap, leap, frog, requiring the players to squat upon their feet and hop around. The traditional leapfrog would be played only by boys in 1860, since girls' dresses would not allow them to leap over the back of another person.

The rules for tag have not changed, and a game called hunt the hare sounds remarkably like a modern game. In it, a circle is formed by holding hands, and one person is designated the "hare". The hare runs around the outside of the circle and taps someone on the shoulder. The one tapped chases the hare until the hare is caught. The children in the circle help the hare by lifting their arms to let the hare in or out of the circle. When the hare is caught or when a good try has been made, the pursuer becomes the hare and the game begins again. Other familiar games included hide and go seek, "Simon says", hopscotch, blind man's bluff, twenty questions, and marbles. All ages of children played together. The older children made the rules and chose the games.¹¹

¹⁰ Ibid., 24.

¹¹ Michael Mescher, *American Children's Games through the Civil War Period* (Burke, VA: Nature's Finest, 1997), pp. 4-6, 9, 15-16, 18, 21.



DISCUSSION QUESTION

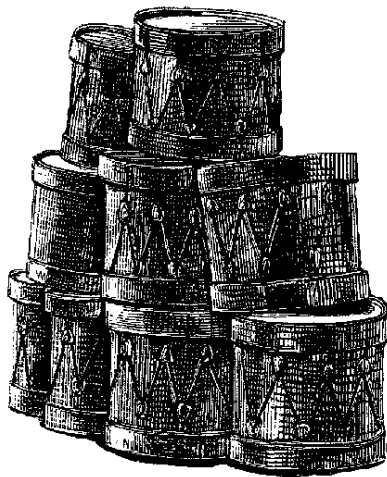
Mr. Holliday wrote in later life about the Civil War:

Younger people often profess amusement when older ones date or locate events as before or since the war. They do not understand how that great conflict made a sharp cleavage through all the lines of life, distinctly separating one period from another: how it brought about radical and far-reaching changes in all conditions.¹²

Discuss with the class memorable events that happened before or during their lives. Make a list on the board. Ask each student to choose a memorable event and write three paragraphs to introduce the event, give simple facts, and summarize the event.

ACTIVITIES

1. Play a game that children would have played during the war that is similar to today's games. Try playing the vocabulary game of "Buff says Buff to all his Men"¹³ ([Worksheet 1](#)). Play the word game in small groups during the week. On the last day of the unit, play the game with the whole class.
2. Draw a picture showing life in Indiana during the Civil War. Use descriptions from letters, imagination, or read aloud pages 1-8 of *Drummer Boy*, by Ann Turner.

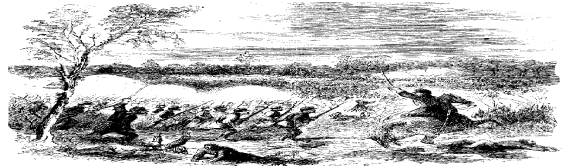


¹² Holliday, 5.

¹³ Mescher, 24.

WHAT DID THEY EAT? WHAT DID THE HOUSES LOOK LIKE?

Families who lived in the city or on the farm grew most of the food they ate. The family probably raised a cow, a pig, and chickens. In addition, some wild game and fish were still likely to be caught along streams and in the rivers. One example of large wild game was the twenty-seven pound wild turkey, said to be shot in the vicinity of Broad Ripple, Indiana in 1863.



Fruits and vegetables such as tomatoes, potatoes, lettuce, beans, sweet corn, cabbage, cucumbers, pumpkins, melons, and beets were eaten in season. They were also preserved by canning, pickling, smoking, salting, drying, or storing in a cool root cellar. There were many manufactured items on the grocers' shelves along with the coffee, tea, sugar, and other commodities. These include: Underwood Deviled Ham (since 1822), Lea and Perrins Worcestershire Sauce (since 1835), Borden's Condensed Milk (since 1856), and Van Camp's Pork and Beans (since 1861).

Meals were simple. John H. Holliday, for whom Holliday Park in Indianapolis was named, wrote:

Dinner (always held at 12:00 noon) was just for the family eating, except sometimes on a Sunday there was leisure to entertain a passing guest. But supper was the meal to invite one's friends to. It was then that the tables groaned with the good things the housewife (cook) could provide.¹⁴

Many women read **Godey's Lady's Book**, a popular magazine, to find new recipes to use during the shortages common during the war. Stews and soups, fried meats, and biscuits were typical of the meals eaten by the family.

Houses of middle class city residents were simple and made of sawed wood. Rural houses might still be made of logs. Bathrooms for both were in small outhouses at the back of the lot and water was pumped from a **cistern**. Rooms were functional and multi-purpose for both city and rural families. The sitting room for the family doubled as the dining room. The **parlor** in town, however, was seldom used and typically set aside for company. It would have **horsehair chairs** and sofa, a center table (with a lamp, Bible, and **daguerreotypes**), and an occasional piano. Sarah Dooley wrote to her son asking that he have his picture taken, but she asked for him not to wear his cap, so she could see his face.¹⁵ This picture was probably set on the table in the **parlor**.

¹⁴ Ibid., 8-9.

¹⁵ Rufus Dooley, "Papers 1855-1922", M383 Manuscript Collection, Indiana Historical Society (Sarah A. Dooley to Rufus Dooley, 30 August 1862).

DISCUSSION QUESTION

Using the information from the “Did You Know” page, discuss the typical income a man earned in 1850, 1863, 1864, and today. Make a chart comparing wages. Discuss how much groceries cost in 1864 and today. Make a chart comparing prices in 1864 and today. How much would a grocery bill be for a week in 1864? Compare that to today. What percentage of a family’s income was spent on food? How could raising vegetables and livestock help?

ACTIVITIES

1. **Carte-de-visite** were photographs that could be sent through the mail. Make a **carte-de-visite** by taking a photograph and gluing it to a piece of tag board or light cardboard. Make a border to frame the picture with a second piece of tagboard or construction paper. (Examples in *For Home and Country: A Civil War Scrapbook*, pages 8-17.)
2. Make potato soup from **Godey’s Lady’s Book** 1860 recipe.¹⁶ (Recipe on Worksheet 2.)



¹⁶ Lilly May Spaulding and John Spaulding, *Civil War Recipes: Receipts from the Pages of Godey’s Lady’s Book* (Lexington, KY: University of Kentucky Press, 1999), 65.

WHY DO WE FIGHT?



Newspapers and letters were the basic communication system for both the soldier and those at home. Telegraphs brought news of battles and casualties for the newspaper to print. In the soldiers' letters home came an immense amount of personal detail. From the beginning, those men who served wrote home frequently and those at home returned the favor.

Commanding officers asked the soldiers not to write about marching orders, but there was no formal **censorship** of what was written. Some officers lamented this as much as they did the amount of detail given in the newspaper articles.

Of course, not all that was written or printed was correct, and officers soon learned to manipulate the information. Thus, a letter from someone who was there filled in the details from what was read in the newspaper. Sarah Dooley wrote to her son Rufus in these words:

I was truly glad to hear your sentiments on the war question for the Butternuts here try to make us believe that the soldiers are dissatisfied and want a compromise or they will desert(Sic)...¹⁷

Everyday topics in letters not only gave information but also helped a soldier feel a part of the life he left. The farms and daily life went on while the men were gone. It was natural that talk of crops and food, planting and harvest, pay and debts, filled the letters written by those in the field and those at home. Jacob Bartmess' mind in camp at Bellfont, Alabama was on crops when he wrote, "It beats all for peaches here among these mountains that I ever saw or heard of. they(Sic) are as large again as any I ever saw before."¹⁸ Sarah Dooley added a personal note to the information she sent her son, "I have been canning fruit—oh how happy I would be if I knew you would be here to help eat it."¹⁹

News of crops was not the only information that a soldier appreciated. He often gave instructions for the payment of debts or the sale of land or crops. For instance, Jacob Bartmess gave instructions on selling his blacksmith tools. With the length of time it took a letter to be received, his wife may have already accomplished this task. The letter reinforced what she did as well as added the information that her husband was looking ahead to a time of peace when he would not need the tools.²⁰

¹⁷ Dooley, 9 May 1863.

¹⁸ Nova M Mertens, contributed, Donald F. Carmony, ed., "Jacob W. Bartmess Civil War Letters" *Indiana Magazine of History* 52 no. 1 (March 1956): 68.

¹⁹ Dooley, 25 October 1862.

²⁰ Mertens, p. 67. "Camp at Tullahoma, Tenn. Tuesday August 11th. '63...Concerning the blacksmith tools you may sell them the first chance you get. sell them if you cannot get more than twenty dollars for them, for I expect to follow something else after I get out of the service."



If there is any doubt that newspapers from home were cherished possessions and lifted the spirits of the soldier, consider this excerpt from George W. Lennard's letter.

I received the Courier you sent me this evening, and read it through advertisements and all. I noticed particularly the marriage of Joshua Williams which was news to me. I hope Joshua had a good time of it.²¹

E. Miller summed up the spirit of the time when she wrote:

Writing letters is like our fireside conversations, no matter how we begin, it always ends on the war.²²

DISCUSSION QUESTION

Divide the class into two groups. Present arguments on the question, "Should or should not an officer have the right to censor the journalist's report or a soldier's letter sent from camp?"

ACTIVITIES

1. Practice using the **crosshatch** method of writing letters. Write a letter of encouragement to a father, husband, or brother who is a soldier. Or, with a partner, exchange letters for a week. Include specific activities and thoughts designed to encourage a friend.
2. Choose a specific period of time during the Civil War, such as a father's enlistment, harvest time without a brother to help, the Fourth of July parade, etc. Keep a journal for that week. Practice using descriptive word choices to make the narrative come alive.

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²¹ Paul Hubbard and Christine Lewis, ed., "Give Yourself No Trouble about Me: The Shiloh Letters of George W. Lennard", *Indiana Magazine of History* 76 no. 1 (March 1980): 47. All spelling, capitalization, and punctuation are original.

²² E. Miller (Crawfordsville) to Amanda Miller (Attica), 2 March 1862, Robert Barlow Hanna Family Papers M 129 (Indiana Historical Society).

THE WOMAN'S PLACE IS IN THE HOME

Before the Civil War women commonly centered their lives around their home and family. Fathers and husbands made decisions about finances and property. Most women did not have careers outside the home, nor did they attend college. Women managed the home and assisted with some of the farm chores. Sometimes single women taught school. Often, several generations of a family lived near each other and helped with raising the children, butchering the meat, and caring for the garden, house, and farm.

When a man enlisted, a wife or mother made a **housewife** (a small sewing kit) and shirts for him. During the Civil War local Ladies' Aid Societies, women who helped supply items for sick and injured soldiers, helped by rolling bandages and knitting socks for the soldiers. Through the Indiana Sanitary Commission these supplies were sent to the soldiers. Many women saw the need of the women and children whose fathers and husbands died during the war and helped establish and furnish homes for them. Children and men too old to be soldiers also helped keep the farms and businesses going.



Is it possible that any Soldier can be so foolish as to leave the city without a supply of HOLLOWAY'S OINTMENT AND PILLS? Whoever does so will deeply regret it. These medicines are the only certain cure for Bowel Complaints, Favus, Sores, and Scurvy. Only 25 cents per box or pot.

Women continued to do their daily chores of washing, cooking, and cleaning. In addition, women bought and sold property, kept stores and farms running smoothly, educated the children, and in many cases took jobs outside the home as clerks and nurses. Some, of necessity, took care of financial transactions that before the war were handled only by men.

Some women and men thought that women should have the freedom to do more. A radical idea, present before the Civil War, was the proposal of **Women's suffrage**, the woman's right to vote and her rights to property. The Indiana Women's Rights Association, when organized in 1851 in Dublin, Wayne County, Indiana, summed up the situation with this statement:

unless women *demand* their rights politically, socially and financially, they will continue in the future as in the past, to be classed with ... criminals, insane persons, idiots and infants.²³

In 1860, very few people agreed that women should be able to vote. It would take sixty years before their right to vote would be guaranteed by a constitutional amendment. But the war caused many changes. The death or disablement of a husband required that women assume more responsibility. No matter what people believed about women's rights, women's roles were influenced by the war.

²³ Thornbrough, 35.



DISCUSSION QUESTION

Make a list of the causes for which men joined the Union army to fight; e.g., to save the Union, to free the slaves, for the right of a state to secede. Make a second list of causes today; e.g., state's rights, civil rights, abortion, or race relations. What causes would a student choose to fight for today? Are these the same or different causes from the those of the Civil War? Discuss with the class the reasons for choosing to take a stand for or against a cause.

ACTIVITIES

1. To make a **housewife**, cut a piece of felt 4" by 9". Fold the piece of cloth in equal thirds and mark the folds with a pin or chalk pencil. The middle section will be three inches from the top and three inches from the bottom of the piece of felt. Cut a second piece of cloth the size of the middle section (4" x 3"). Place the second piece of cloth over the middle section. Sew around two short sides and one long side to make a pocket. Collect buttons, scissors and place them in the pocket. Thread needles and place them on the outside of the pocket. Cut a piece of yarn or string 16" long. Attach the yarn or string to the middle of the back of the housewife. Refold the **housewife** in thirds and tie with the yarn or string. (Examples in *For Home and Country: A Civil War Scrapbook*, page 19.)
2. Research and collect information to make a timeline of Women's rights; i.e., Women's Rights Association, the second Indiana constitution (1851), the amendment that allowed women to vote, the first women student at a nearby college, the Feminist movement in the 1970s and 1980s and examples of the current feminist movement.

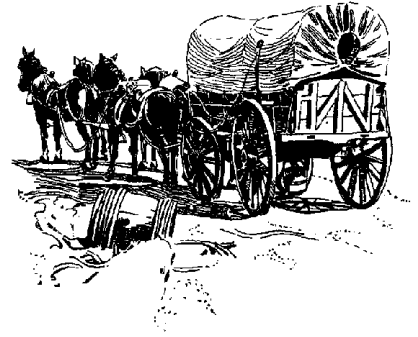
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LOYAL OR DISLOYAL?

The earliest settlers to the Indiana Territory came from the east, usually from Ohio and Pennsylvania. Later settlers came from the southern states, such as, Kentucky, Tennessee, and North Carolina. By 1860, more Hoosiers claimed southern ancestry than any other state in the Union.²⁴ German, Irish, English, and French immigrants made up ten percent of the population.



Some African Americans came via the Underground Railroad to escape slavery. Some came as slaves, while others gained their freedom and came to Indiana to start a new life. Before the Civil War only 1% of the population of Indiana was African American. The State Constitution of 1816 outlawed slavery in Indiana. Prior to that time a loophole in the Northwest Ordinance of 1787 allowed slavery to be present. By 1820, slavery was disappearing from the state. The dominant attitude of Hoosiers by 1850, however, was neither pro-slavery nor anti-slavery, but “anti-Negro.”

Many churches, especially the Methodists and the Society of Friends or Quakers, were deeply involved as **abolitionists**, which is a person supporting the elimination of slavery. The **abolitionists** worked to improve conditions for African Americans, supported the Underground Railroad, and opposed the “**Black Laws**” (laws that prohibited African Americans from settling in a certain area). Some churches and the State supported “**colonization**” (the return of African Americans to Africa). Still other churches saw slavery as divinely ordained and proper.

When the southern states seceded, many Indiana residents still had family who lived in the South. Thus, many Hoosiers believed that the South had the right to leave the Union. Hoosiers who felt this way voted Democratic for Stephen Douglas. Others thought that the Union was sacred and if the southern states were allowed to leave this would be the end of the Union. They voted Republican for Abraham Lincoln. A third, small group of people wanted to keep everything the same and hoped that the southern states would rejoin the Union, along with their slaves.

In Indiana loyal citizens supported the Democratic party or the Republican party because each thought their cause was just. Labels such as “Copperhead” or “**abolitionist**” placed on the opposite party members caused political as well as real fights. The Republican governor, Oliver P. Morton, was a strong supporter of President Lincoln. The Democratically controlled State Legislature was not.

²⁴Olin Dee Morrison, *Indiana at Civil War Time: A Contribution to Centennial Publications*, (Athens, OH: E. M. Morrison), 1.

DISCUSSION QUESTION

Joseph Frederick Shelly was a farmer living in Waterford, Indiana. He enlisted in Company B, 41st Regiment, 2nd Cavalry in October, 1862. His letters were written in German. He drowned at Caney Fork while on ferry duty on Nov. 29, 1863. He often wrote home about the weather, the discovery of a girl who had been a soldier for 21 months, election of officers, and the food. Here he is commenting on a letter from his wife.

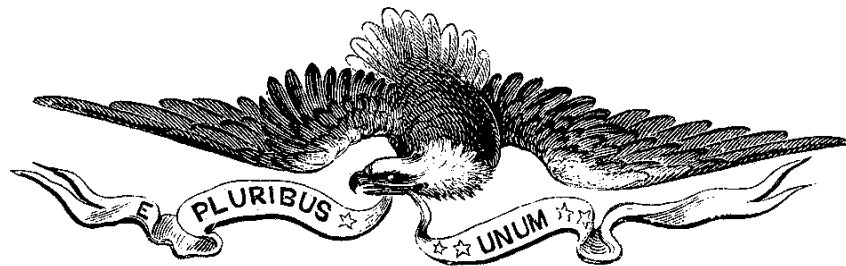
I saw from your letter that you are wearing pieces of copper to show that you belong to the Copperheads Party. I think you had better leave copper and copperheads alone..²⁵

Joseph Frederick Shelly, Nashville, Tenn. April 26, 1863, Camp Mill Spring

What clothing or other items do people wear to show what they do or do not believe in today? Make a list of pros and cons of how a person can be a loyal Republican or Democrat. Discuss how this is similar or different from the Civil War.

ACTIVITIES

1. Use a physical map to trace the routes that settlers may have taken from the east and south to arrive in Indiana.
2. From the chart ([Worksheet 3](#)) make a timeline on the issue of abolition. Mark dates that show entries of people from southern states into Indiana (1820-40), rise of Democratic party to power (1835-55), rise of Republican party to power (1855-1865), Emancipation Proclamation (1863), 13th amendment (1870), beginning of KKK (1870s), Brown vs. Board of Education (1952), Civil Rights Movement (1960s), and examples of civil rights today.



²⁵ Sophie S. Gemant, trans. and Fanny J. Anderson, ed., "The Shelly Papers", *Indiana Magazine of History*, 44 no. 2 (June 1948): 189.

VOCABULARY

- abolitionists** – people who wanted to put an end to slavery
- Black Laws** – laws that prohibited African Americans from settling or living in a certain area
- carte-de-visite** – early type of photograph made from a glass negative, printed on paper
- censorship** – removal of material from a letter or article that in the opinion of the government gives classified information to the enemy
- cistern** – tank for storing rain water
- colonization** – move to establish territory on the West - African coast for blacks
- crosshatching** – method of letter-writing where a sheet of paper is covered with script and then turned 90 degrees and a second page is written over the first
- Daguerreotypes** – early photograph produced with silver or silver oxide on copper plates
- draft** – choosing eligible men for required military service
- enactment** – law or statue of a state or country
- Godey's Lady's Book** – popular magazine for women on the home, cooking, sewing, and home decoration; published during the war and read by women in both the North and South
- horsehair chairs** – chairs covered with fabric made from the mane and tails of horses
- housewife** – piece of cloth or leather fitted with pockets for needles, thread, buttons, scissors, pins (straight because safety pins were not invented until the 20th century), yarn or thread, and other items needed to mend clothes
- masons** – someone who lays bricks or stone for a living
- parlor** – front room set aside for company and special occasions
- Uncle Tom's Cabin** – novel written by Harriet Beecher Stowe about the life of a runaway slave
- Women's suffrage** – movement for women's right to vote and their right to own property

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Colonel Eli Lilly Civil War Museum – home page

www.state.in.us/iwm/civilwar/index.html

Located in the base of the Soldiers' and Sailors' Monument on the Circle in Indianapolis, this web site offers a virtual tour of the museum, directions to the museum, volunteer information, and a number of valuable links to other sites.

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Worksheet 1

"BUFF SAYS BUFF TO ALL HIS MEN"

A Civil War Game

Name

Here is a game that is sure to tickle your funny bone.

- ◇ Sit in a circle.
- ◇ The leader holds a stick and repeats the rhyme.
- ◇ On the final word the leader passes the stick to the next player, who must say the same rhyme and pass the stick to the next player.
- ◇ If any player laughs or smiles, they receive a point.
- ◇ Lowest point score wins.

Rhyme

"Buff says buff to all his men
And I say buff to you again;
Buff neither laughs nor smiles—
But carries his face
With a very good grace,
And passes his stick to the very next place."²⁶

²⁶ Michael Mescher, *American Children's Games through the Civil War Period* (Burke, VA: Nature's Finest, 1997), 25.

Worksheet 2

HOW TO MAKE POTATO SOUP

Name _____

Here is a recipe for potato soup taken from the 1860, **Godey's Lady's Book**²⁷

Have ready two quarts of boiling water. Cut up three or four potatoes, well pared, a thick slice or two of bread, six or eight leaks, well peeled and cut, as far as the white extends, into thin slices. Turn the whole into the water, which must be boiling at the time, cover, and let it come to a brisk boil after the ingredients are added, then throw in a teacupful (not a breakfast cup*) of rice, a spoonful of salt, and half that of pepper. Boil slowly for an hour, or until all the ingredients amalgamate (blend). Serve. This savory and cheap soup, (is) very common in France and Germany. Cabbage soup is made in the same way, omitting the potatoes, and substituting bread. (Makes twelve servings)

*A breakfast cup (approximately the size of our coffee cup) was larger than a tea cup.

1. How much of each ingredient would you need to make soup for a class of twenty four students? water _____ potatoes _____
bread _____ rice _____ salt _____ pepper _____.
2. How much of each ingredient would you need to make potato soup for your class? water _____ potatoes _____ bread _____
rice _____ salt _____ pepper _____.

²⁷ Lilly May Spaulding and John Spaulding, *Civil War Recipes: Receipts from the Pages of Godey's Lady's Book* (Lexington, KY: University of Kentucky Press, 1999), 65.

Worksheet 3

ABOLITION AND CIVIL RIGHTS

Name _____

Make a timeline from the examples of this chart. Look in current newspaper articles for contemporary examples.

Date	Activity
1760 –1850	Free and slave, African Americans settle in Indiana from eastern and southern states
1831	<i>The Liberator</i> , Boston abolitionist newspaper started
1835 –1855	Rise of Democratic party to power in Indiana
1840 –1860	Underground Railroad brings African Americans through Indiana on their way to Canada
1852	<i>Uncle Tom's Cabin</i> by Harriet Beecher Stowe published
1854	Kansas-Nebraska Act
1855 –1860	Rise of Republican party to power in Indiana
1857	Dred Scott decision
1858	Lincoln – Douglas debate on slavery
1859	John Brown's raid on Harper's Ferry, Virginia
1863	Emancipation Proclamation
1865	13 th amendment – slavery outlawed
1866	Ku Klux Klan organized in Pulaski, Tennessee
1868	14 th amendment gives right to vote to all persons born or naturalized in United States
1870	15 th amendment – cannot be denied because of race, color, or previous condition of servitude
1952	Brown vs. Board of Education
1960s	Civil Rights Movement
2001	Civil Rights examples of today